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ABSTRACT

This compilation presents material related to the Reading English Rotation program, an individualized, diagnostic, prescriptive language arts program designed to meet the needs of secondary school students who score lowest in reading achievement. The compilation begins with a comparison of three years of evaluation data, noting that the average grade equivalent gains were consistent and impressive. The paper also includes a 4-page pamphlet describing the project; a set of 10 charts, lists, and tables describing aspects of the program; a copy of "Federal Focus," a one-page interpretive report for school administrators on federal education programs; a pamphlet entitled "Do You Want to Hold His Attention?"; and a pamphlet entitled "Title I, ESEA Basic Skills for Secondary Schools." (RS)

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ED 376 454

READING ENGLISH ROTATION IMPACT STUDY

Comparison of Three Years

of

RER Adoptions' Results

1979-80, 1980-81, 1981-82

CS011855

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The RER program has compiled the evaluation data from its adoptions each year and reported the average gains.

Over the last three years, 1979-80, 1980-81, and 1981-82, six states have sent their evaluation data which has been compiled in the table on the following page.

This data reflects the impact of the RER program on seven different grade levels (3-9).

The average grade equivalent gains were consistent and impressive. Seven of the thirteen grade levels reporting averaged a 10 months gain (or better) per 8 months of instruction. Nine of the thirteen grade levels averaged 1 month or more reading gain per month of instruction.

The above gains far surpass the national average of 3 months reading growth per year of instruction for Chapter I students.

IMPACT STUDY
for
1979-80, 1980-81, 1981-82

SCHOOL	STATE	GRADE LEVEL	TOTAL NUMBER TESTED OVER 3 YEARS	AVERAGE GAIN OVER 3 YEARS
Main Street Elementary	MS	3	150	1.0
Main Street Elementary	MS	4	158	.9
Brewer Intermediate	SC	5	174	.6
Brewer Intermediate	SC	6	169	.7
North Middle Grades	GA	6	339	.7
Rockmart Middle	GA	6	149	.7
E. J. Hayes Middle	NC	6	162	1.1
Rockmart Middle	GA	7	152	.8
Riverton Intermediate	MS	7	226	1.1
Sunset Junior High	UT	7	337	1.2
Sunset Junior High	UT	8	303	1.0
Thornton Township High	IL	9	193	1.0
Nash Central Junior High	NC	9	124	1.2
TOTAL NUMBER REPORTING			2,636	

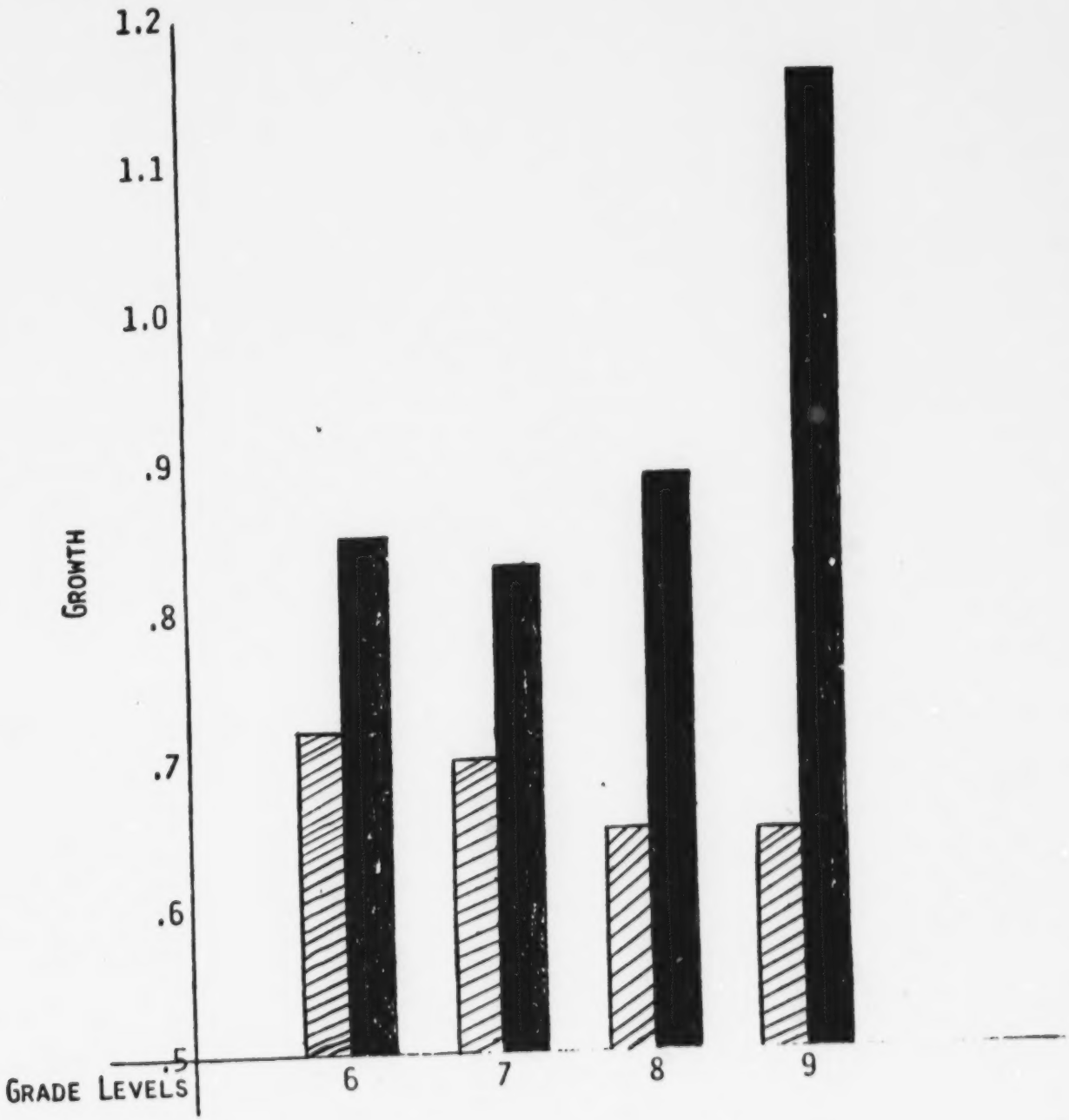
The above table includes data reported by six different states, nine different school districts, seven different grade levels (3-9) from 2,636 students over three consecutive years using the Reading English Rotation Program.

STATES INVOLVED

in

Three Years Comparison Study
of
Reading English Rotation Adoption Results

COMPARING THE AVERAGE GROWTH OF STUDENTS IN THE RER PROJECT, 1979-80, WITH THEIR AVERAGE YEARLY GROWTH PRIOR TO 1979-80.*



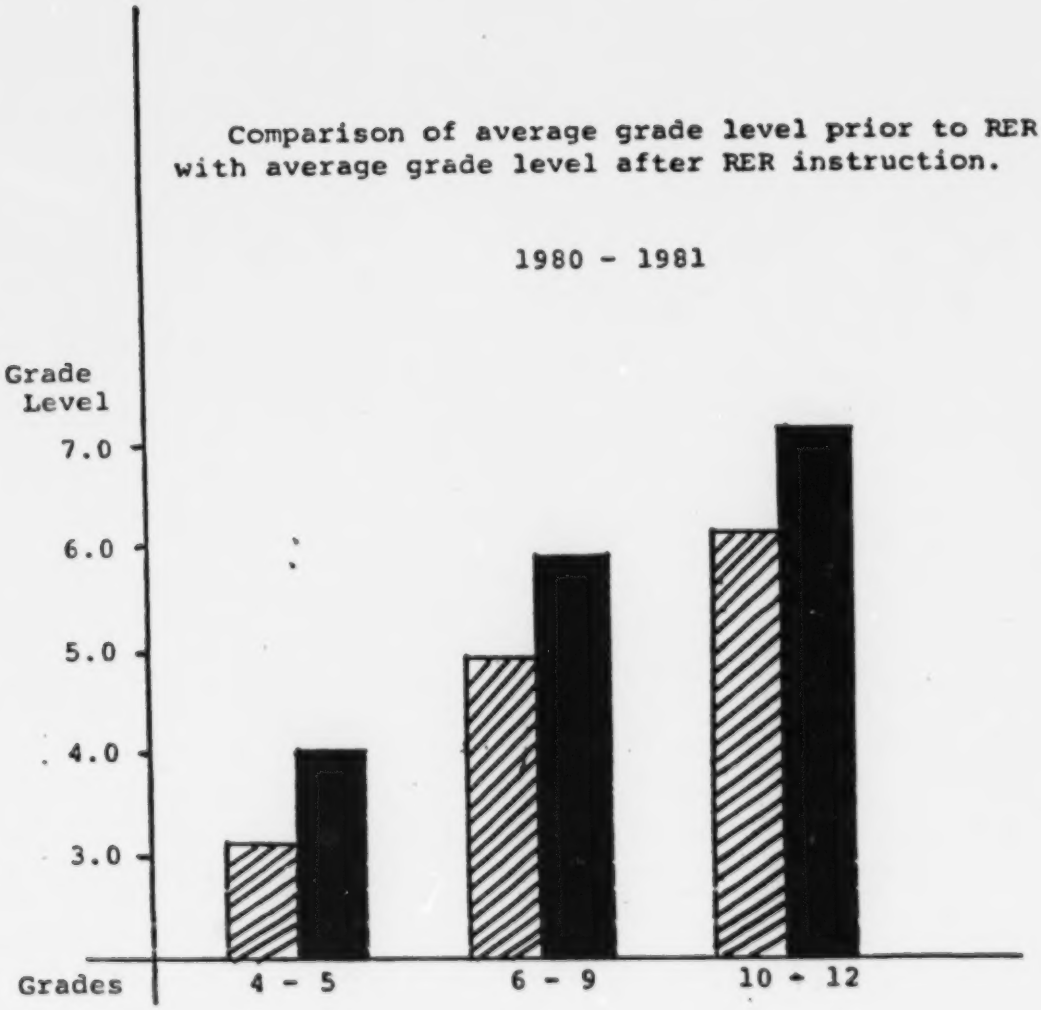
NUMBER OF STUDENTS' SCORES REPORTED	591	676	510	405

KEY
- RER GROWTH, 1979-80
- AVERAGE GROWTH/YEAR PRIOR TO RER PROJECT

*THESE FIGURES WERE COMPUTED ASSUMING NO REPEATING OF GRADES.

Comparison of average grade level prior to RER with average grade level after RER instruction.

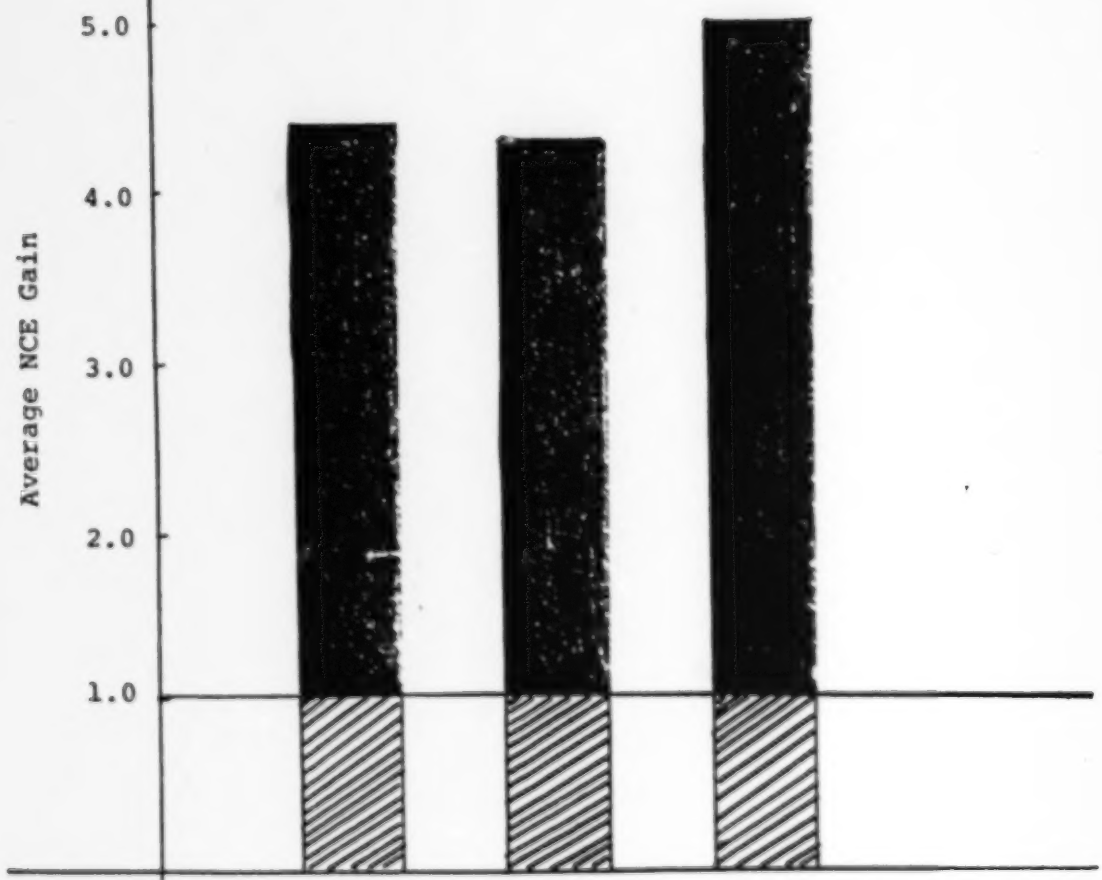
1980 - 1981



	4 - 5	6 - 9	10 - 12
Number of Students Tested	475	3,838	421
Average Gain	.9	1.0	1.1

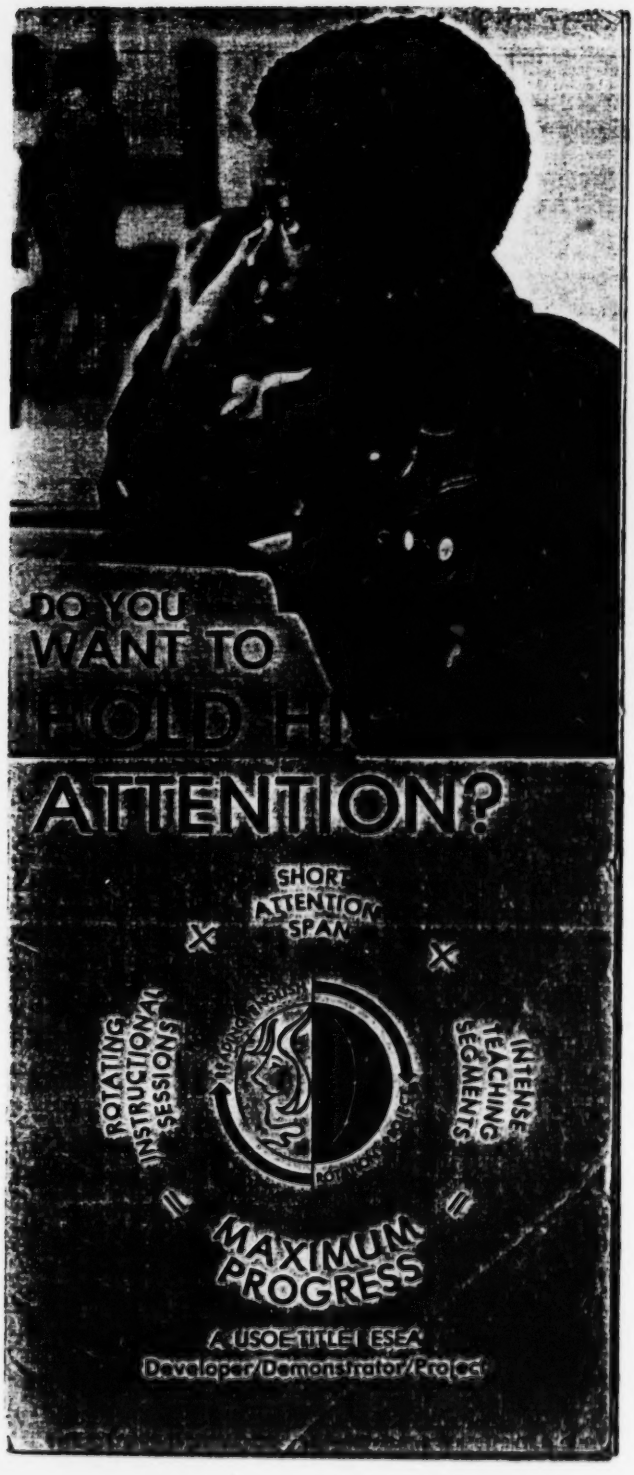
Key: Pre Grade Equivalent Score
Post Grade Equivalent Score

Average NCE gain for RER students, 1981-82.



Grade Level	6	7	8
Number of students' scores reported	575	815	497

Key: Chapter I National Average
Average NCE gain



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The Reading English Rotation Project

IS:

An individualized, diagnostic, prescriptive language arts program for the middle/junior high school focusing on integrating the *basic communication skills* of reading, writing, listening, and speaking.

and

A *management support system* which assures the effective implementation of the program in that it accounts for the unique learning characteristics of the disadvantaged underachiever.

Components of the Program

IDENTIFICATION

Initial identification is done using *group achievement tests*. Students are selected according to *greatest need* in reading. Individual *diagnostic testing* assesses each student's *specific reading weaknesses*. Each student is placed on the skills continium according to the diagnostic testing.

GROUPING

The 60 students are diagnostically tested, regrouped on the basis of the reading levels into smaller groups of 20 students who rotate into each of 3 classrooms for a period of 30 minutes. In each classroom the 20 students are sub-grouped into smaller flexible skills-teaching groups according to continuous diagnosis and evaluation of individual needs.

INSTRUCTION

Classroom A is equipped as a reading lab where three adults work with small flexible groups emphasizing *sequential skills development*. Classroom B utilizes two adults working with two sub-groups of students. Instruction is *developmental reading* using a *language experience approach*. Classroom C has two adults working with two sub-groups of students. Instruction is the teaching of *basic English skills* using the *child's speaking vocabulary*.

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EVALUATION

Student evaluation is continuous. Three scheduled assessments are conducted: upon entry, mid-term and exit. Based on the assessment students are moved up or down within sub-groups. Program evaluation utilizes group achievement and individual diagnostic tests.

For further information . . .

Check the appropriate box/boxes . . .

- ☐ **Telephone (604) 595-3527**
  we welcome your verbal contact
- ☐ **Order Program materials**
  second level awareness booklet, samples of teaching materials, skills sequences, and project history
- ☐ **Visit our Project**
  schedule a date in advance with the Program Director.
- ☐ **Request training workshop**
  for potential program adopters. Training can be arranged for administrators and teachers.

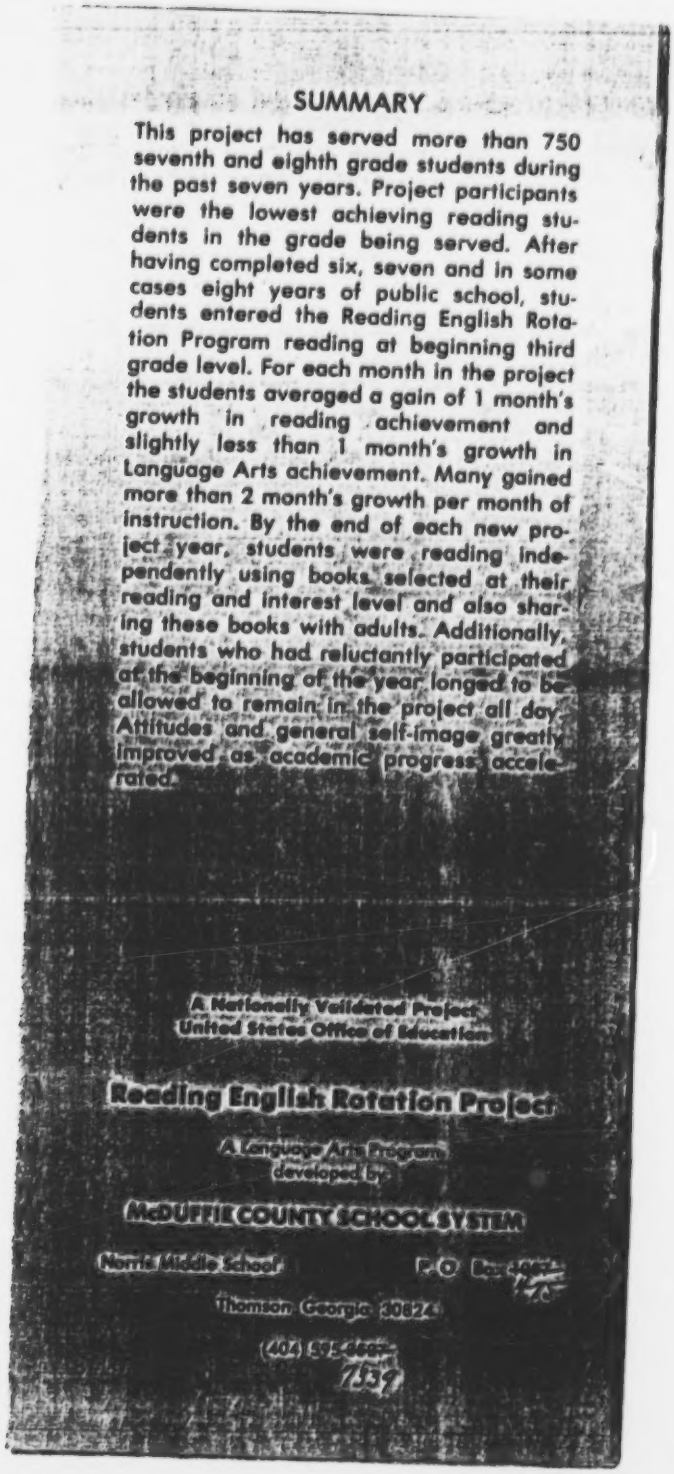
PLEASE PLACE STAMP HERE

Mrs. Marcelyn P. Hobbs, Director
Reading English Rotation Project
Norris Middle School, P.O. Box 1087
Thomson, Georgia 30824

Overview of the Project

GENERAL OBJECTIVE

The *purpose* of the nationally validated Title I ESEA Project "Reading English Rotation" is to *improve* the *academic performance* of each student, assist each student in becoming *functionally literate*, and to build a *daily success pattern* for each participant.



SUMMARY

This project has served more than 750 seventh and eighth grade students during the past seven years. Project participants were the lowest achieving reading students in the grade being served. After having completed six, seven and in some cases eight years of public school, students entered the Reading English Rotation Program reading at beginning third grade level. For each month in the project the students averaged a gain of 1 month's growth in reading achievement and slightly less than 1 month's growth in Language Arts achievement. Many gained more than 2 month's growth per month of instruction. By the end of each new project year, students were reading independently using books selected at their reading and interest level and also sharing these books with adults. Additionally, students who had reluctantly participated at the beginning of the year longed to be allowed to remain in the project all day. Attitudes and general self-image greatly improved as academic progress accelerated.

A Nationally Validated Project
United States Office of Education

Reading English Rotation Project

A Language Arts Program
developed by

McDUFFIE COUNTY SCHOOL SYSTEM

Norris Middle School P.O. Box [illegible]

Thomson, Georgia 30824

(404) 595-[illegible]

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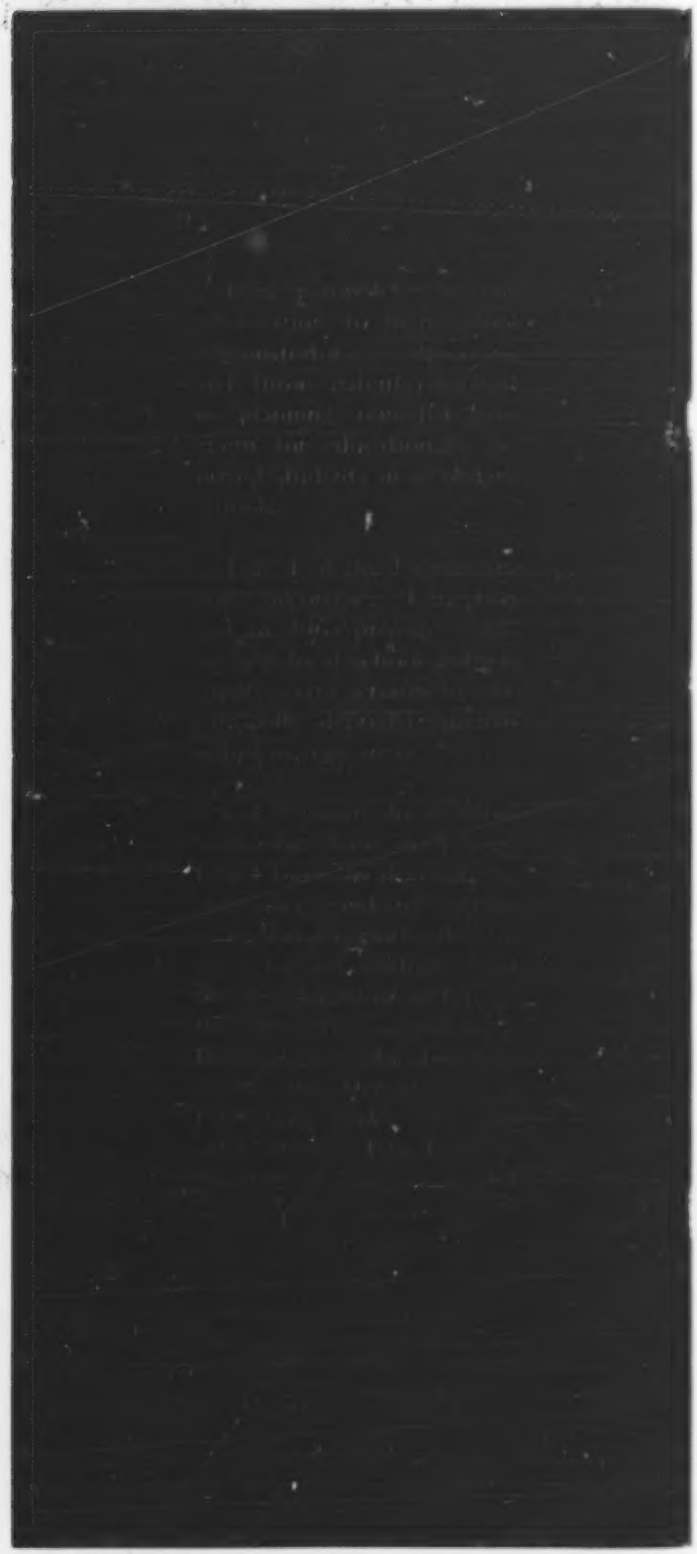


THE FEDERAL ROLE IN REMEDIAL EDUCATION

Title I was the first major Federal program to reach needy children in almost every school district. Today, it has become the cornerstone of Federal aid to education, serving almost 5 million children in 14,000 school districts nationwide.

HOW SCHOOLS SPEND THEIR MONEY

Because there are not enough funds currently available to serve all eligible school-age children, school districts must set priorities.

Most Title I programs teach basic skills: 82 percent teach reading; and 34 percent, math skills.

And most concentrate their efforts on the early grades. Only 17 percent of the funds support programs for grades 7 through 12 and, of that amount, senior high school students receive only 2 percent.

SERVING OLDER CHILDREN

A child who does not receive needed remedial help is likely to fall further and further behind. For those who leave secondary schools without adequate basic skills, the risk of unemployment is especially high.

Many school districts would like to expand their services to secondary students to help prepare them to compete successfully when they enter the labor force. They are looking for programs that will meet both the requirements of Title I and the distinct needs and circumstances of older children. Fortunately, schools nationwide have devised several ways to achieve this.

PLANNING YOUR PROGRAM

After a school has identified the services that secondary students need to improve their skills, it must decide how to provide those services. Below are some of the options in use:

Study Hall. Districts that set aside time during the school day for study can use these periods for Title I programs without disrupting the regular instruction schedule.

Elective. Title I services are available to students during a period normally reserved for an elective course.

In-Class. Working with the classroom teacher, Title I instructors give extra help to program participants.

Excess Cost. A district may restructure its entire instructional program for all Title I participants, to permit Title I instruction in selected subjects instead of the regular courses. If the costs exceed those for a regular course for the same children, schools may use Title I funds to cover the extra costs. However, the district must provide the same level of State or local funding that it would provide in the absence of Title I.

Extended School Day. Schools give Title I services outside normal school hours.

Extended School Year. Schools design summer programs with Title I services for participants.

PROJECT EXAMPLES

Using one or more of these options, schools nationwide have developed a variety of programs to fit their particular needs. Below are examples of several programs that are operating at the secondary level.

The contact person listed after each example can provide additional information on how the model works, and where it may be observed at the secondary level.

Rotation Model

In Thomson, Ga., Title I eligible students work with a teaching team composed of two locally funded professionals, one Title I funded professional, and a maximum of four non-professionals funded from any source. Normally, each locally funded teacher is responsible for approximately 30 students during each 45-minute instructional period. In this plan, 60 Title I students are divided into subgroups of about 20 based on individual diagnostic test data.

During a 90-minute time block, each subgroup rotates through three instructional periods of 30 minutes each with a different teacher at each station. During these periods, basic English, developmental reading, and reading/language skills are taught.

Contact:
Marcelyn Hobbs, Program Director
Rotation Project
Norris School, McDuffie County Schools
Thomson, Ga. 30824
Telephone: (404) 595-3527

Peer Tutoring

High Intensity Tutoring (HIT) is an individualized instruction program for students whose reading and math skills are below grade level. Tutors are peers who are at least two grades ahead of the students being helped.

The plan calls for one teacher and two aides to monitor up to 10 pairs of students in an area set aside for the pro-

gram. HIT teachers keep detailed records, and move each pupil at his or her own pace through progressively difficult material. The tutors conduct three 30-minute sessions each week, missing a different class in their own school schedule each time; however, they complete the homework in the classes they miss.

Tutors use highly structured drill and workbook materials that require little or no explanation and can be quickly and accurately corrected. The basic techniques are programed instruction and reinforcement. Both tutors and pupils earn rewards and both improve school performance.

Contact:
Greg Byndbrian
Dissemination Specialist
HIT
Highland Park School District
20 Bartlett
Highland Park, Mich. 48023
Telephone: (313) 956-0160

Extended School Day

Under this plan, parents, teachers, and administrators cooperate to provide Title I basic skills instruction. By taking classes after school, students avoid losing regular instruction time during the day. The teachers who provide individualized instruction to participants in the after-school program must be committed and sensitive. By requiring homework and involving parents, the program develops strong home-school ties that reinforce instruction. The school provides transportation to ensure that participating students reach home safely.

Contact:
Mr. Tee S. Greer
Assistant Superintendent
Division of Federal and State Relations
1410 North East 2d Avenue
Miami, Fla. 33132
Telephone: (305) 350-3122

Coordinated Instruction

Project Seaport is a remedial program that features close cooperation between Title I specialists and classroom teachers. Specialists give Title I students individualized instruction in a laboratory setting, two or three days each week, one period a day. The students may elect to use their free periods for additional laboratory instruction. The specialists focus instruction on content areas as they are presented by classroom teachers. Specialists and classroom teachers meet each week to plan and coordinate instruction.

Contact:
Mary C. Macioci, Project Director
Project Seaport
Newport School Department
Administration Center
Grant Programs Office
Newport, Rhode Island 02840
Telephone: (401) 849-4588

Obtain

1. Winners, All! A description of outstanding Title I education projects that help disadvantaged children in preschool through high school.

Write

OERI Resource Center
U.S. Department of Education
400 Maryland Avenue, SW
Room 3659A, ROB-3
Washington, DC 20202

2. Educational Programs That Work. A summary of exemplary educational programs approved by the Joint Dissemination Review Panel of the Department of Education.

Write

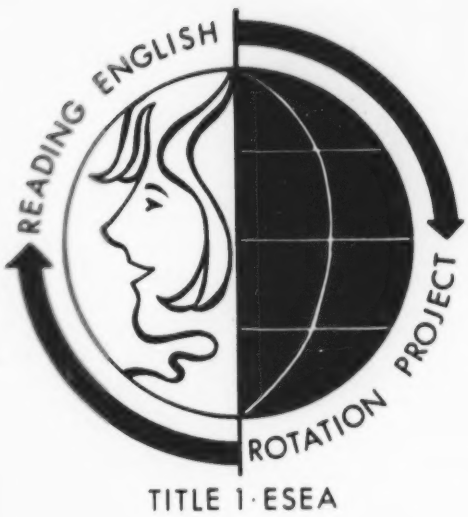
Order Department
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
Send $5.00 prepaid

This publication may be examined in the offices of any Services for Children with Deafness

For additional information on Title I ESEA Projects:

Dr. Joseph Tafoya
Acting Associate Deputy
Assistant Secretary for
Compensatory Education
400 Maryland Avenue, SW
Room 3W315 FOB-6
Washington, DC 20202

Consultant on Title I ESEA
Contact



READING/ENGLISH ROTATION PROJECT

Norris Middle School
McDuffie County School System
Thomson, Georgia 30824

NATURE OF THE PROGRAM

Type:
- An individualized, diagnostic, perscriptive language arts program designed to meet students' identified needs

Audience:
- Students in grades 6 - 12

Purpose:
- To improve the academic performance of each participant
- To assure that each participant becomes functionally literate
- To build a daily success pattern for each participant
- To develop a love for reading

Rationale:
- Focuses on reading as the key to all other learning
- Utilizes a child's speaking vocabulary as a basis for effective reading instruction
- Provides a management support system that enables the teacher to cope with the short attention span of low achieving disadvantaged students
- Enables an administrator to lower pupil-teacher ratio; thereby maximizing the interaction between the teacher and the learner

HOW DOES THE PROGRAM WORK?

Organization:

What are the specific program objectives? The project has specified the following performance objectives:

1. Ninety-five percent of students participating in the program will make ten months' progress in reading as measured by the *SRA Achievement Test;* and,
2. Ninety-nine percent of students will read, and share with an adult, at least 36 library books that have been selected on the basis of the student's identified interests and independent reading level.

How is the program organized? The project operates in four phases: identification of student strengths and,weaknesses; grouping students exhibiting similar needs and interests; instruction based on established needs; and evaluation of program effectiveness as evidenced by student achievement. Taking into account the characteristics of the participants and their identified needs, an innovative organizational pattern was designed.

Rotation groups are formed consisting of 60 students divided into three groups of 20. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 30 minutes. Each classroom is equipped to serve a different function.

This rotation grouping, as well as sub-grouping in each classroom, permits flexibility of student movement as reading levels improve and specific reading skills are mastered. An added advantage is that regularly scheduled classes in social studies, mathematics and science are not interrupted.

How are the classrooms organized? One of the classrooms is equipped as a reading laboratory where the supervising reading teacher and two teacher aides work individually or with small groups of child-

ren on basic reading skills. In an adjacent classroom, a developmental reading teacher and one aide work with small groups of students using a language experience approach to teach trade books and paperback books chosen on the children's interest level. In the third adjacent classroom, an English teacher and an aide again reinforce the reading skills and teach the basic English skills using the sentence patterns developed in the reading classroom. During the two-period block of time (90 minutes), each group of 20 participants remains in each of the three classrooms for approximately 30 minutes.

Materials and Activities:

How are student needs determined? In order to identify potential candidates for the program, the SRA Achievement Test is administered in September to all students in grades 6 through 12. All students scoring two or more grades below grade level are individually tested with several diagnostic test including the *Basic Sight Word Test*. At the time of administration the teacher records reading level and specific reading difficulties encountered by the student, such as failure to identify beginning and ending consonant sounds, initial blends, and vowel sounds. In addition to these tests, some students are given an Informal Reading Inventory. On the basis of these tests, and beginning in ascending order from the lowest score, the program participants are chosen.

After the project group is selected, the supervising reading teacher diagnoses the individual needs and progress of participants through the repeated use of basic word tests and informal reading inventories. Among the inventories used is the *University of Georgia Test of Phonic Skills*, as well as numerous teacher-made test exercises designed specifically to determine the extent of reading skill mastery. In developing these test exercises, teachers use the child's speaking vocabulary, since students read at a higher level when words are chosen from their daily living experiences. A few other informal inventories, designed to identify the child's special interests and to assess changes in his self-image, have also been developed by project teachers and administered to students.

A record of diagnostic results and the completion of specific activities and materials is maintained in an individual folder for each student. All of this information serves as the basis for formulating performance objectives, for grouping, for instruction, and for the selection of specialized materials which are tailored to participants' needs, interests, and instructional level.

What materials are provided? A wide variety of multi-level instructional materials are utilized, in keeping with the program's emphasis on individualized programming. Teachers carefully plan for the use of the most appropriate materials for specific learning activities. One strategy is the use of teacher-made exercises which are tailored to the student's interests and experiences. A well-equipped listening center is located in the reading laboratory where students may listen to taped programs or make their own recordings. Students are also exposed to trade books, paperbacks, magazines and various library titles, in accordance with their identified interests and independent reading levels.

How are the materials used? All instruction focuses on reading and on the concomitant communication skills of listening, speaking, writing, spelling and English. Specific needs are diagnosed individually, and every effort is made to help each participant develop basic skills sequentially. Emphasis is also placed upon motivating a sense of enjoyment in the reading experience.

Each of the three rotation classrooms utilizes different activities and materials. For example, in the reading laboratory, students listen to tapes which are sequentially programmed, complete oral and written activities, and are encouraged to read independently. In the developmental reading classroom, the students relate their own experiences which are utilized for skill building. Also, stories are read aloud by the teacher or aide as a means of increasing vocabulary, developing listening skills, and encouraging a love of reading. In the third classroom (Basic English), teacher-prepared exercises, language workbooks, and games are used to reinforce basic skills which have been taught.

How is student progress assessed? Evaluation is an integral part of each day's instruction. The supervising reading teacher continuously assesses the extent to which specific skills are mastered, and teaching activities are planned accordingly, with all teachers participating.

Achievement gains attained as a result of project participation are determined through pre/posttest results on the SRA Achievement Test as well as the specific skills mastered on the various diagnostic tests.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Training:

Is inservice training needed or suggested? Staff development is a vital part of daily two-hour staff planning periods. Project staff also participate in weekly inservice sessions conducted by a reading specialist. Teaching aides also receive special training.

What provisions are available for staff training? Awareness materials are available and visitors are welcome at the project site. The project staff does provide on site training for adopting districts as well as workshops conducted at adopting sites. Dates and times to be scheduled.

Materials and Equipment:

What special materials must be purchased? A variety of multi-media, high-interest, low-level materials is recommended. The materials should allow for individual as well as small group instruction. Choice should be based on student need and interest. Most

materials are already found in the schools. It becomes a matter of organization and management.

Are special facilities or equipment needed or suggested? Since one of the rotation modules utilized by the program is a reading laboratory, it is suggested that such a facility be provided by any district seeking to adopt the program. The laboratory should be equipped with standard hardware and software to facilitate audiovisual skill-building for program participants. The program uses a minimum amount of hardware and focuses primarily on the personal interaction with concerned, interested and supportive adults.

Cost:

What is the cost of installing the program? First year costs are estimated at $360.42 per student due to the need for the special instructional materials for individualized teaching. This amount includes the extra personnel — 1 lead teacher and 4 paraprofessionals.

What are the annual maintenance costs? The project estimates that it will cost an adopting school district approximately $4 to $5 per student per year to operate the program excluding personnel.

WHAT HAS THE PROGRAM ACHIEVED?

How was the program developed? The program was developed with Title I funds in response to a critical need to raise the reading level of economically disadvantaged students at the junior high school level in the McDuffie County School System. Over a period of seven years, more than 750 students were served. The project has been nationally validated and approved for dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education.

What evidence documents the effectiveness of the program? The basic evaluation for this project was the analysis of data yielded by the pre and post administration of the *Gates-MacGinitie or SRA Achievement Test*. While no true experimental design was utilized, an attempt was made to compare the results with certain historical data.

Prior to participating in the program, targeted sixth grade students were reading at a 3.3 grade equivalent level. That is, for every year in school, these children were making a half-year gain in reading. However, during the project years this rate of growth changed dramatically. Specifically, the average rate of progress was three times the previous rate.

Table 1 presents the percentage of students during each project year who made gains greater than 10 months (average rate of growth for "normal" population).

TABLE 1

Percentage of students making gains greater than 10 months

Project Year	% Students with Gains Greater than 10 Months
1972	70%
1973	86%
1974	90%

SUMMARY

This project has served more than 750 seventh and eighth grade students during the past seven years. Project participants were the lowest achieving reading students in the grade being served. After having completed six, seven and in some cases eight years of public school, students entered the Reading English Rotation Program reading at beginning third grade level. For each month in the project the students averaged a gain of 1 month's growth in reading achievement and slightly less than 1 month's growth in Language Arts achievement. Many gained more than 2 month's growth per month of instruction. By the end of each new project year, students were reading independently using books selected at their reading and interest level and also sharing these books with adults. Additionally, students who had reluctantly participated at the beginning of the year longed to be allowed to remain in the project all day. Attitudes and general self-image greatly improved as academic progress accelerated.

USEFUL INFORMATION

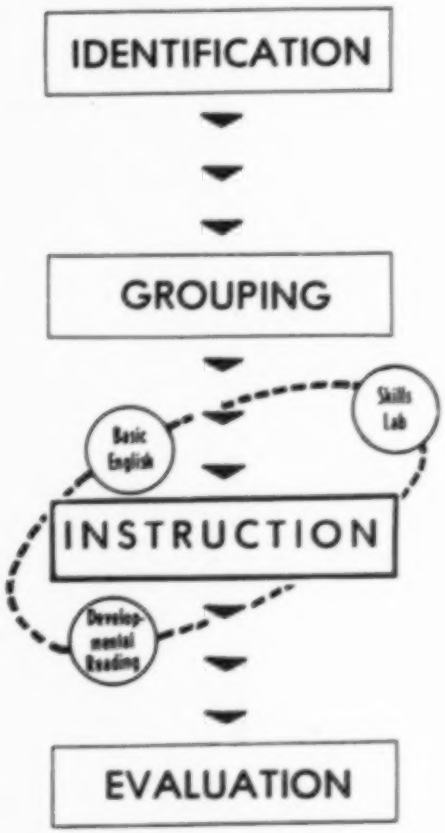
Where can the program be obtained?

Marcelyn Hobbs, Project Director
Reading/English Rotation Project
Norris Middle School
McDuffie County Schools
Thomson, Georgia 30824
(404) 595-3527

REFERENCES

Project Brochures and Reports

A USOE TITLE I ESEA
Developer/Demonstrator/Project



A Nationally Validated Project

United States Office of Education

Reading English Rotation Project

A Language Arts Program
developed by

McDUFFIE COUNTY SCHOOL SYSTEM

Norris Middle School

P.O. Box ~~1087~~ 475

Thomson, Georgia 30824

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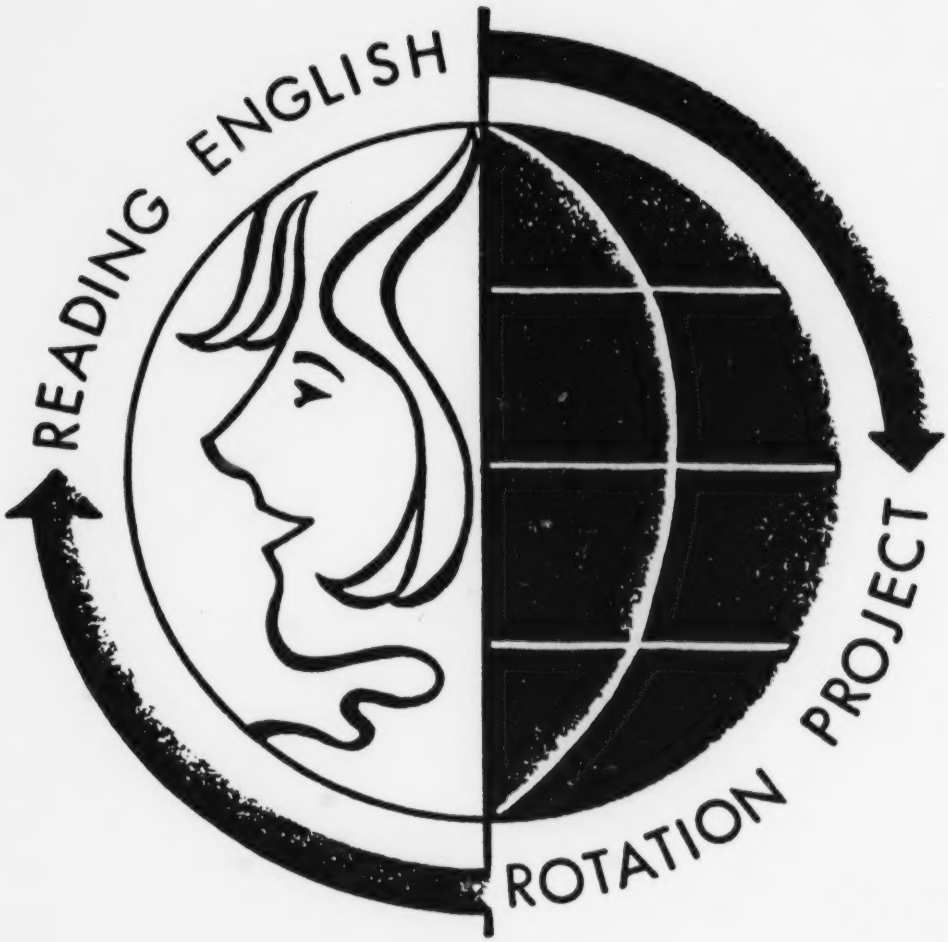
7339


READING ENGLISH
ROTATION PROJECT

READING ENGLISH ROTATION PROJECT
NORRIS MIDDLE SCHOOL
THOMSON, GEORGIA
DEVELOPER DEMONSTRATOR

I. HISTORY OF THE PROJECT

II. CHARACTERISTICS OF PROJECT STUDENTS

III. BASIC ASSUMPTIONS OF THE PROJECT

IV. PROJECT MODEL

V. ORGANIZATIONAL PATTERN

VI. PROJECT CLASSROOMS

VII. PROJECT EVALUATION

VIII. PROJECT COST

IX. PROJECT VISITATION

X. PROJECT TRAINING

HISTORY OF READING ENGLISH ROTATION PROJECT

NORRIS MIDDLE SCHOOL

THOMSON, GEORGIA

1. BEGAN IN 1970 - 60 STUDENTS - 1 TEACHER - 1 AIDE
   1971 - 120 STUDENTS - 3 TEACHERS - 3 AIDES
   1972 - 120 STUDENTS - 3 TEACHERS - 4 AIDES
   1973-76 - 120 STUDENTS - 3 TEACHERS - 4 AIDES
   1977-82 - 240 STUDENTS - 5 TEACHERS - 5 AIDES

2. USOE - JDRP - APRIL, 1973

3. ED FAIR 1973 - REPRESENTED SOUTHEASTERN UNITED STATES

4. MAY, 1977 - HONORED BY USOE AS 1 OF 50 NATIONALLY VALIDATED TITLE I PROGRAMS IN NATION

5. 1977-1982 - AWARDED CONTRACT BY USOE AS 1 OF THE 4 TITLE I PROJECTS DESIGNATED AS DEVELOPER DEMONSTRATOR

CHARACTERISTICS OF EDUCATIONALLY DEPRIVED JUNIOR HIGH SCHOOL STUDENTS

1. HAVE A SHORT ATTENTION SPAN.
2. ARE EASILY DISTRACTED.
3. ARE READING TWO OR MORE YEARS BELOW GRADE LEVEL.
4. HAVE A POOR SELF-CONCEPT.
5. COME FROM ECONOMICALLY DEPRIVED AND/OR CULTURALLY DIFFERENT HOME WHICH OFFERS LITTLE, IF ANY, INTELLECTUAL STIMULATION OR MOTIVATION TO READ PRINTED MATERIALS.
6. NEED A WIDE VARIETY OF INDIVIDUALIZED LEARNING MATERIALS WHICH DO NOT REMIND HIM OF TRADITIONAL READING TEXTBOOKS WITH WHICH HE HAS FAILED.

BASIC ASSUMPTIONS
OF THE
READING ENGLISH ROTATION PROJECT

1. Low achievers have a short attention span.

2. Reading is only one facet of the communication process; there is an interrelationship between the abilities to read, listen, speak, and write.

3. Reading achievement can be increased by integrating the total communications process.

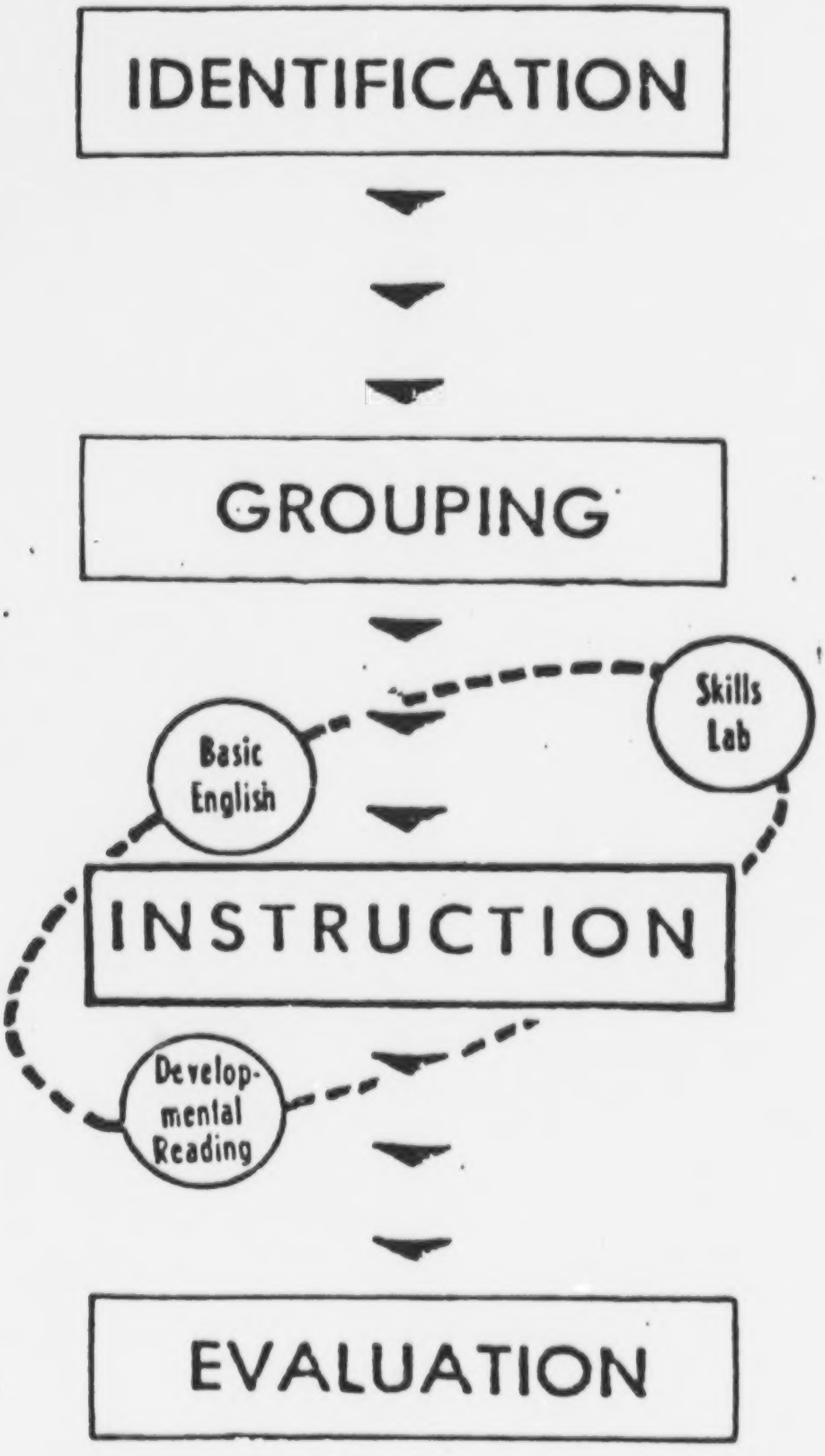
4. Low achievers need a wide variety of multi-levelled, high interest, relevant reading materials which do not remind them of traditional books in which they have already failed.

5. Low achievers tend to have low self-concepts; high self-concepts correlate positively with high achievement.

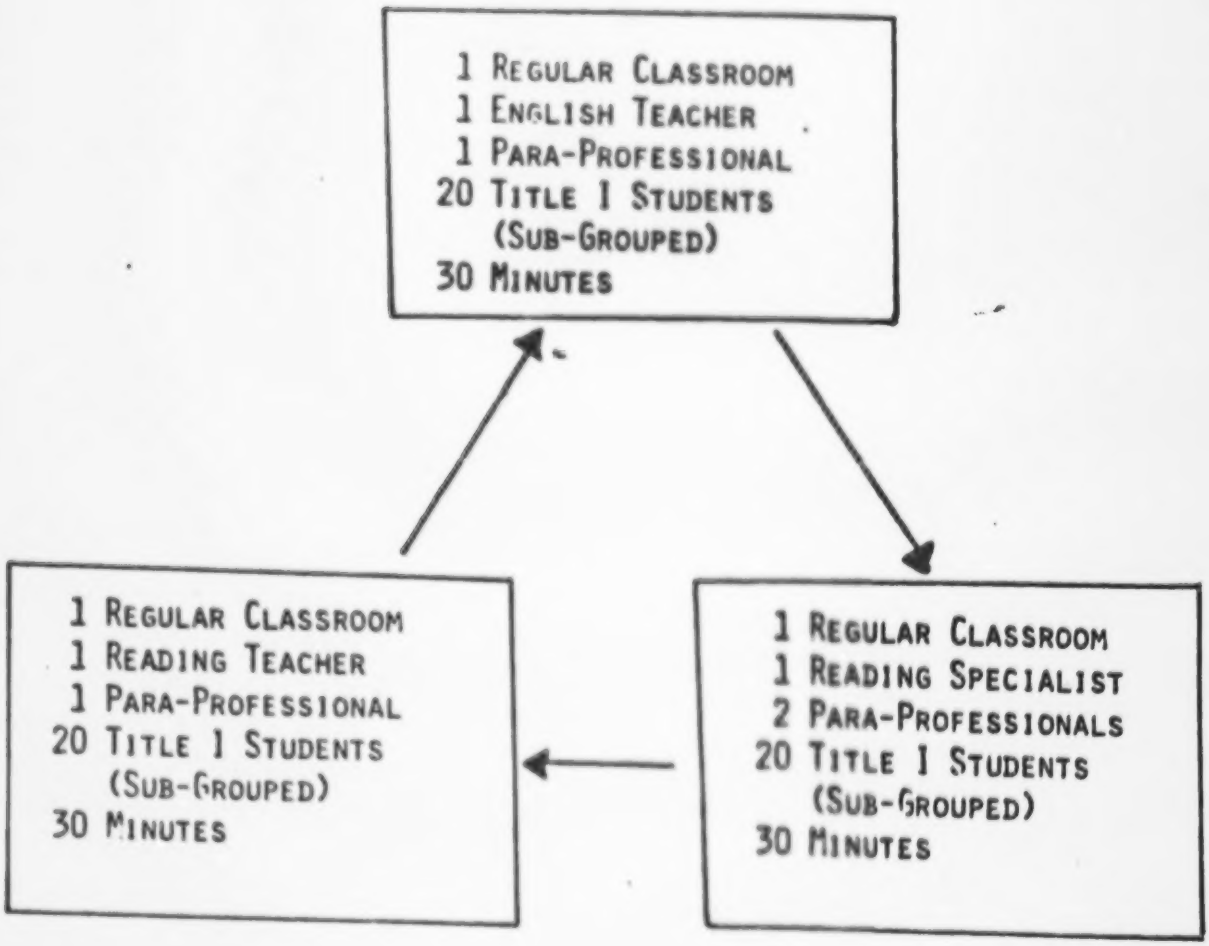
6. "Little" successes breed bigger successes.

7. A lower-pupil ratio maximizes the interaction between the teacher and the learner.

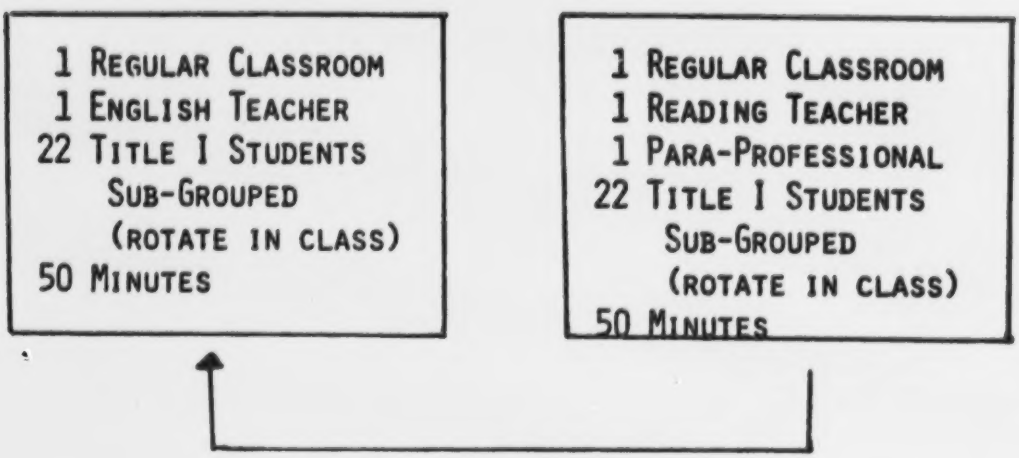
8. Maximizing one facet of the Language Arts through the reinforcement and repetition in other Language Arts areas maximizes learning.


IDENTIFICATION
GROUPING
Skills Lab
Basic English
INSTRUCTION
Develop-mental Reading
EVALUATION

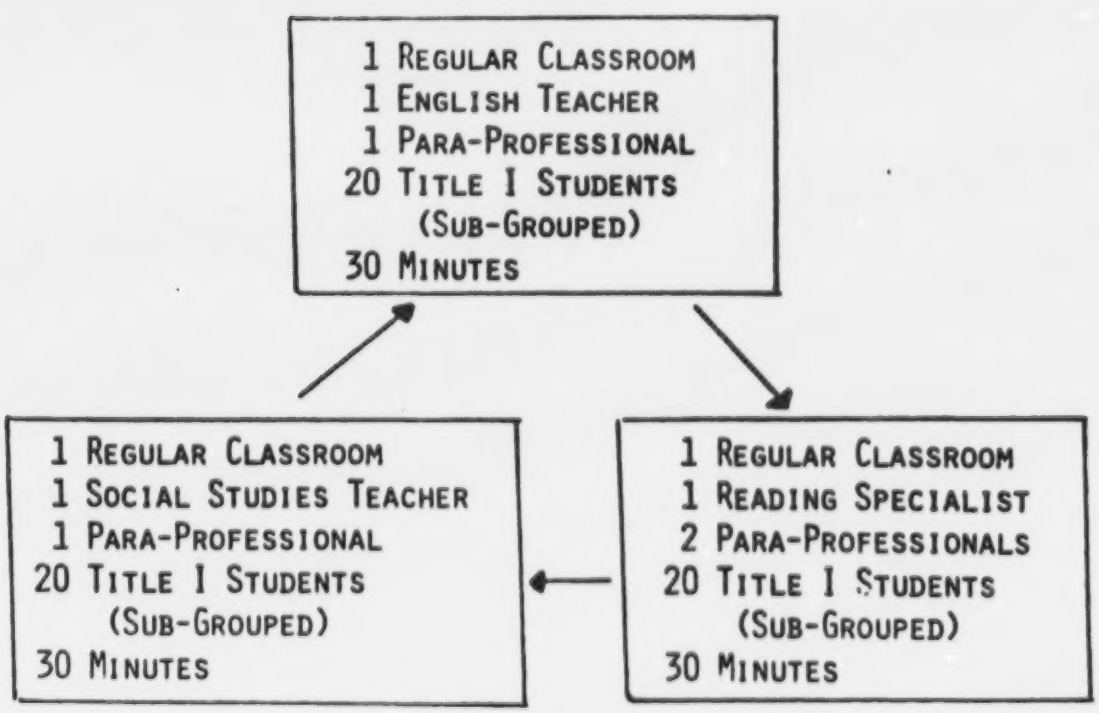
ORGANIZATION PATTERN
THREE CLASSROOMS
TITLE I
READING ENGLISH ROTATION



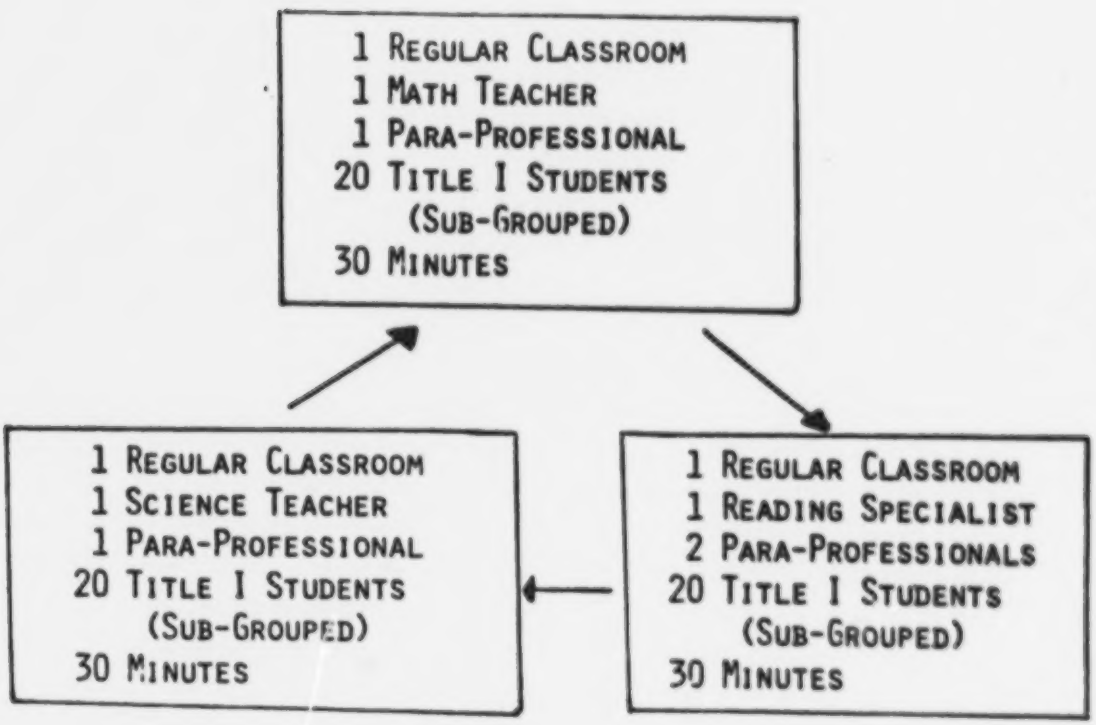
ADAPTION MODEL
ORGANIZATIONAL PATTERN
TWO CLASSROOMS
TITLE I
READING ENGLISH ROTATION



ADAPTATION MODEL
ORGANIZATION PATTERN
THREE CLASSROOMS
TITLE I
READING ENGLISH ROTATION

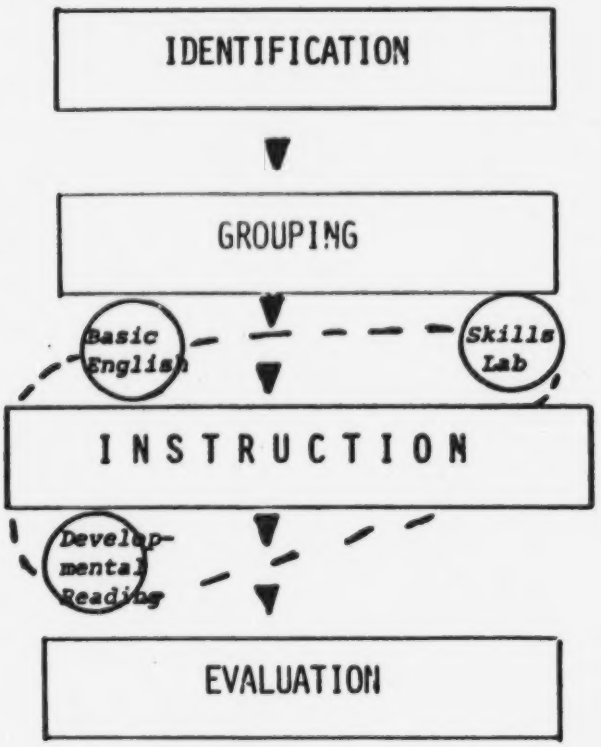


ADAPTATION MODEL
ORGANIZATION PATTERN
THREE CLASSROOMS
TITLE I
READING ENGLISH ROTATION



READING ENGLISH ROTATION PROJECT
ADOPTING DISTRICT COMMITMENT
LEA REQUIREMENTS

1. ADOPT THE PROJECT KERNEL



2. FURNISH FOLLOW-UP DATA

   PRE AND POST TEST SCORES FROM ACHIEVEMENT TESTS

3. ATTEND TRAINING SESSION

   3 DAYS - A MINIMUM OF 1 TEACHER AND 1 ADMINISTRATOR

PERSONNEL REQUIRED PER ROTATION

60 STUDENTS

- 2 TEACHERS - STATE PAID
- 1 TEACHER - FEDERAL FUNDS
- 4 PARA-PROFESSIONALS - FEDERAL FUNDS
- 3 CLASSROOMS - 2 PERIODS

READING ENGLISH ROTATION PROJECT

TRAINING WILL CONSIST OF:

1. CHARACTERISTICS OF STUDENTS
2. CURRICULUM RATIONALE
3. CREATING A LEARNING ENVIRONMENT
4. CLASSROOM MANAGEMENT
5. DIAGNOSTIC TESTING - GROUPING
6. SKILLS PROGRESSION BOOKLET AND SCOPE AND SEQUENCE CHARTS
7. TEACHING TECHNIQUES, METHODS, AND MATERIALS
8. PROJECT STAFFING
9. PLANNING FOR INSTRUCTION
10. ADMINISTRATIVE SESSION

Federal Focus

An interpretative report for school administrators on federal educational programs

Volume 6, Number 3 | AASA Convention Issue | March 1981

Johnny Can Read . . . Finally

One of the most neglected areas of compensatory education is the problem of the low achieving secondary school student. On the theory that early intervention produces the biggest payoffs, federal compensatory programs have encouraged school districts to concentrate their efforts on the youngest students. Good secondary projects are hard to find.

An exception worth noting is the Reading English Rotation Project (RER), developed in 1970 under ESEA Title I in the McDuffie County School System at Norris Middle School, Thomson, Georgia. Its target is the lowest achieving readers in middle schools and junior and senior high schools. They learn to read, and they like it.

"The problem was how to remediate masses of students reading two or more levels below grade at the secondary level," explained project director Marcelyn Hobbs at an AASA convention session. The solution was to capitalize on one of their outstanding characteristics—a short attention span—by giving them brief periods of intensive instruction.

"The second component is a management system that does not use pull-out," said Hobbs. The basic model uses three teachers (two regular, one Title) in three classrooms, with four paraprofessionals. It appears to overcome the biggest difficulty with secondary Title I projects by providing for the "excess costs" requirement. "The management system is what first won national recognition for the project," and Hobbs. Since it was validated and included in the National Diffusion Network (NDN) in 1977, RER has had more than 200 adoptions in 33 states.

The project is based on the assumptions that low achievers have a short attention span, are easily distracted, have a poor self-concept, receive little intellectual stimulation or motivation to read at home, and need a variety of learning materials that do not remind them of the traditional textbooks with which they have failed. RER integrates the basic communication skills of reading, writing, listening, and speaking. The rationale is that reading achievement can be increased through reinforcement and repetition in the other language arts. The project uses a low pupil/teacher ratio and seeks "little successes" that breed bigger successes.

A Secondary Reading Program

RER starts with group achievement tests to identify the 60 lowest achievers, who are then given individual diagnostic tests to assess each student's specific reading weaknesses. They are divided into three groups of 20 that rotate through three classrooms during three 30-minute periods, comprising the first two periods of the school day.

In each classroom, they are divided into even smaller groups. One classroom is a reading laboratory emphasizing sequential skills development. The second uses a language experience approach for developmental reading. The third is geared to instruction in basic skills using the child's speaking vocabulary. After two intensive periods, the children are mainstreamed for the rest of the day.

Students are assessed at entry, midterm, and exit. They are also evaluated daily by the three teachers who, Hobbs said, share a common planning period and adjust their instruction to meet the students' needs on a daily basis.

In her own project, said Hobbs, "these students consistently show one month's reading growth for each month of instruction. Remember that prior to entering RER, they showed two months' reading growth per year." And, as sometimes happens, the adoptions are showing even greater gains than the parent model. By the end of a year, students are reading independently. Some who start reluctantly beg to be allowed to stay in the project all day.

Hobbs said the project has been adopted using funds from Title I, Emergency School Aid, the Migrant program, and CETA for the paraprofessionals. It has served all ethnic groups and children from many different backgrounds of poverty. After the major personnel costs, she said, starting up costs about $250 per child for materials and equipment and about $15 a year per child thereafter.

From the audience, the superintendent of a Mississippi school district that has adopted RER said, "It's just a well organized program that gets across what children need."

For further information, contact

Marcelyn Hobbs, Director of Reading English Rotation Norris Middle School

P. O. Box 1087, Thomson, Georgia 30824: (404) 595-3527. or ask your state NDN facilitator.